

University of Colorado Staff Council (UCSC) Working Climate Survey, Fall 2016: Summary of Selected Findings

The University of Colorado Staff Council (UCSC) serves as the university-wide representative body for communicating matters having significance for classified staff and university employees to CU administration and the CU Board of Regents. UCSC includes representatives from the staff councils on each of the four CU campuses.

In fall 2016 UCSC invited 9,992 university employees to fill out a survey that asked about selected aspects of employees' work environment: benefits, professional development, and policies. Data collection began on November 1st and ended November 15th. The response rate was 31%, with 2,824 employees submitting surveys.

As can be seen in the two tables below, the great majority of survey respondents are from CU Boulder (48%) and Anschutz Medical Campus (28%). Nearly two thirds (64%) of respondents are university staff, and a quarter are classified staff. Additional descriptive data about survey respondents are available in Appendix A.

Campus	Number Sent	Number Received
Anschutz	3312	780
Boulder	4830	1363
CO Springs	805	261
Denver	589	263
System	456	157

Campus	Percent of total Received
Anschutz	28%
Boulder	48%
CO Springs	9%
Denver	9%
System	6%

Staff Classification	Number	Percent
Missing	276	10%
University Staff	1817	64%
Classified Staff	703	25%
Working Retiree	28	1%

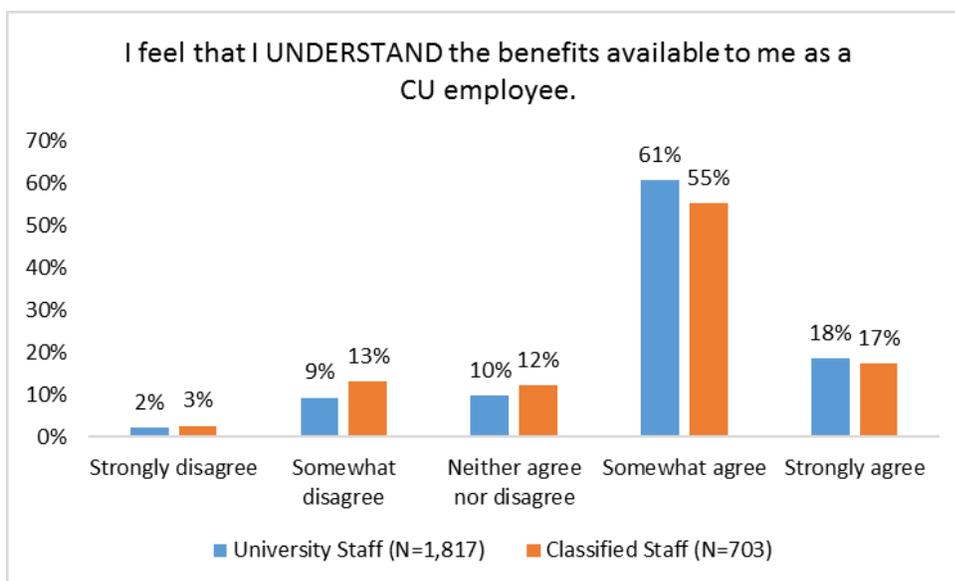
The survey findings presented in this report compare university staff (US) and classified staff (CS) on their answers to survey items that ask about benefits, professional development, and policies. The report provides an overview of findings. Future reporting may address topics of more specific interest to individual campuses, the Board of Regents, or other university constituents.

BENEFITS

The survey included questions about employees' understanding of benefits and the importance of various benefits. Other questions assessed the importance of having a parental leave benefit and their likelihood of using such a benefit, and importance and use of the dependent tuition benefit and the employee tuition benefit.

Understanding and Importance of Benefits

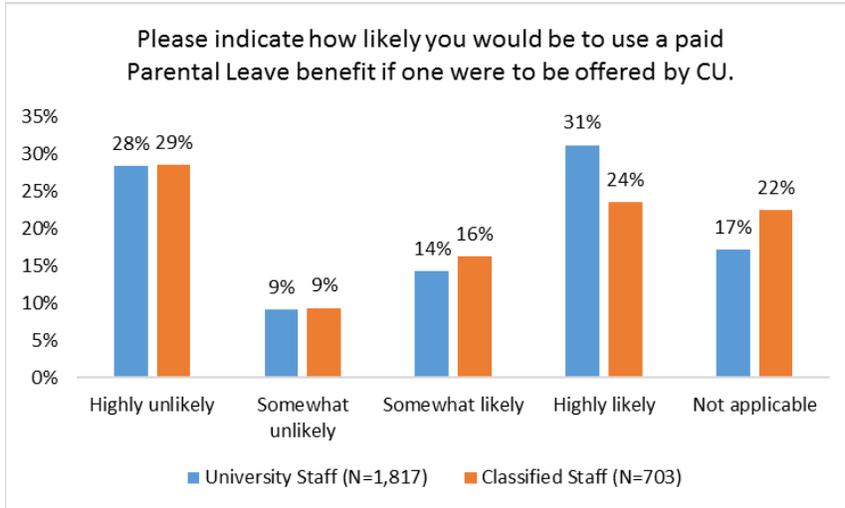
When asked if they "understand the benefits available to me as a CU employee," comparable proportions of US (79%) and CS (72%) agreed that they do:



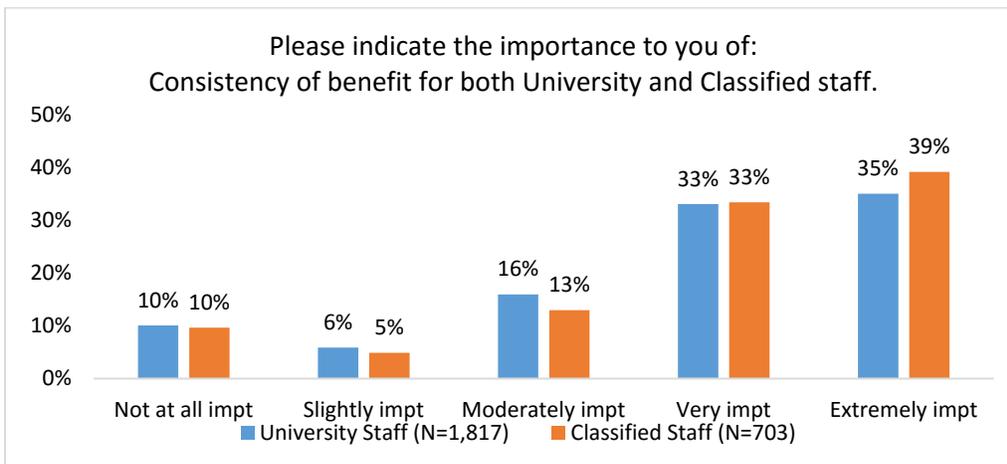
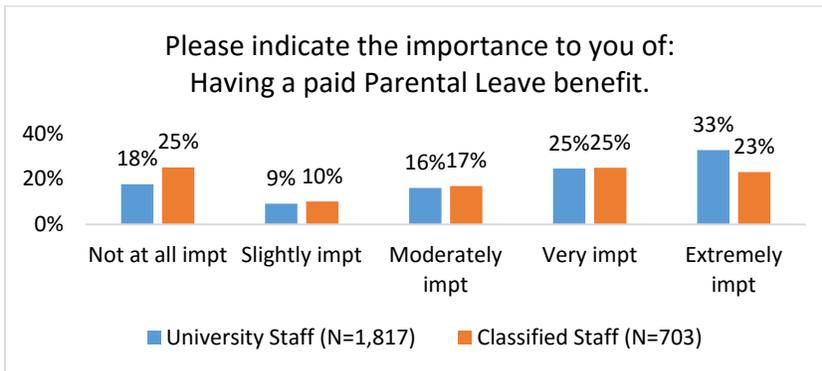
The two employee groups were generally similar in their ratings of the importance of 16 types of benefits. Among both US and CS, substantial majorities rated health insurance (86% of both groups) and retirement pension (79% and 81% of the respective groups) benefits as "extremely important." Other highly valued benefits include paid time off, accrual rates, dental insurance, and flexible work schedule. A table of data on the importance of all 16 benefits is available in Appendix B.

Paid Parental Leave Benefit

A slightly higher proportion of US (45%) than CS (40%) indicated that they would likely use a Parental Leave benefit, if one were offered by the university:

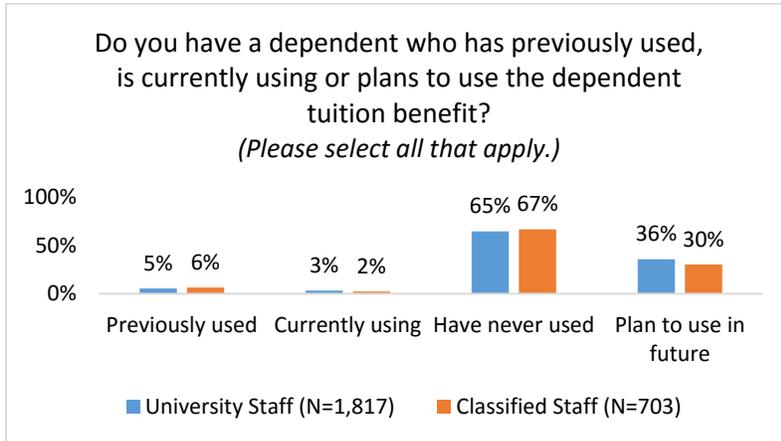


More than half (57%) of US indicated that a paid Parental Leave benefit would be very or extremely important to them, as did nearly half (48%) of CS. Higher proportions of CS (22%) than US (17%) said that the benefit would not be applicable to them. Nearly three quarters (73%) of CS indicated that the consistency of a paid Parental Leave benefit for both US and CS would be very or extremely important to them, as did more than two thirds (68%) of US. (Shown in figures below.)



Dependent Tuition Benefit

Although low proportions of both US and CS employees indicated that they have used (5-6%) or are currently using (2-3%) the dependent tuition benefit, about a third reported that they plan to use the benefit in the future – 36% of US and 30% of CS:

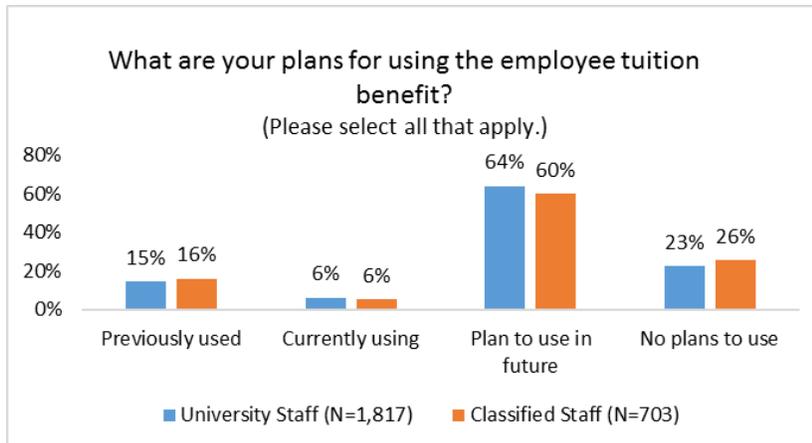


If the ability to use the dependent tuition benefit on a campus other than the CU employee's home campus were made available for dependents, a third (33%) of employees in both groups said they would use the benefit; 8-10% said they would not; 27-31% were unsure; and 28-30% indicated that it was not applicable to them.

Survey respondents were asked to rate the importance of four characteristics of the employee tuition benefit: consistency of the discount available to all campuses, ability to use the benefit on a campus other than the employee's home campus, increasing the benefit discount, and having a dependent tuition benefit program. Similar proportions of US and CS rated each of the four characteristics as "very important" or "extremely important." Ratings of high importance ranged from 59%-68%. A table of data on ratings of the importance of the five characteristics of the dependent tuition benefit is available in Appendix C.

Employee Tuition Benefit

Although low proportions of both US and CS employees indicated that they have used (15-16%) or are currently using (6%) the employee tuition benefit, many reported that they plan to use the benefit in the future – 64% of US and 60% of CS:



Survey respondents were asked to rate the importance of five characteristics of the employee tuition benefit: consistency of the discount available to all campuses, registration process, increasing the benefit discount, ability to use the benefit on a campus other than the employee's home campus, and ease of use. Similar proportions of US and CS rated each of the five characteristics as “very important” or “extremely important.” Ratings of high importance ranged from 63%-80%. A table of data on ratings of the importance of the five characteristics of the employee tuition benefit is available in Appendix D.

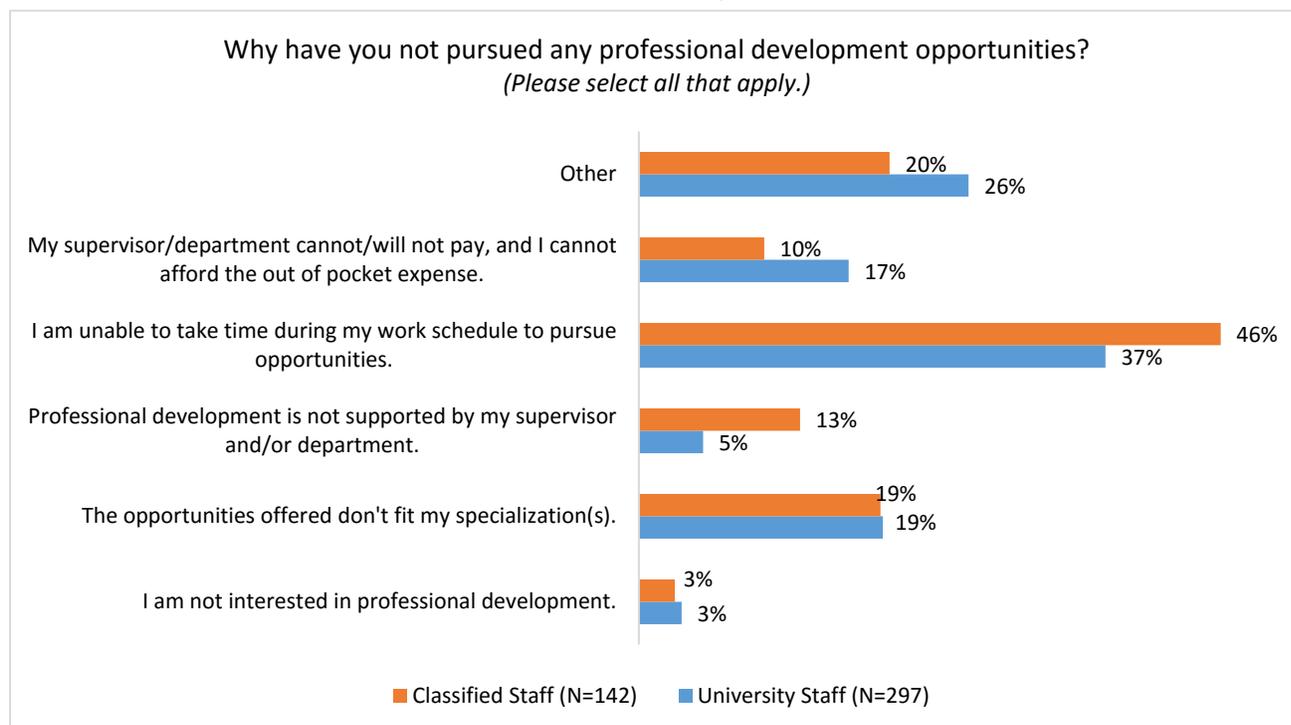
PROFESSIONAL DEVELOPMENT

Survey respondents were asked a series of questions about professional development opportunities, including whether they had pursued such opportunities, whether supervisors supported employees in taking advantage of such opportunities, and whether they are satisfied with opportunities available to them. Those who indicated that they had pursued such opportunities were asked about their reasons for doing so, the resources they used, funding sources for professional development, and sources from which they learned of opportunities. Those who indicated that they had not pursued such opportunities were asked about why they did not do so.

Use of Professional Development Opportunities

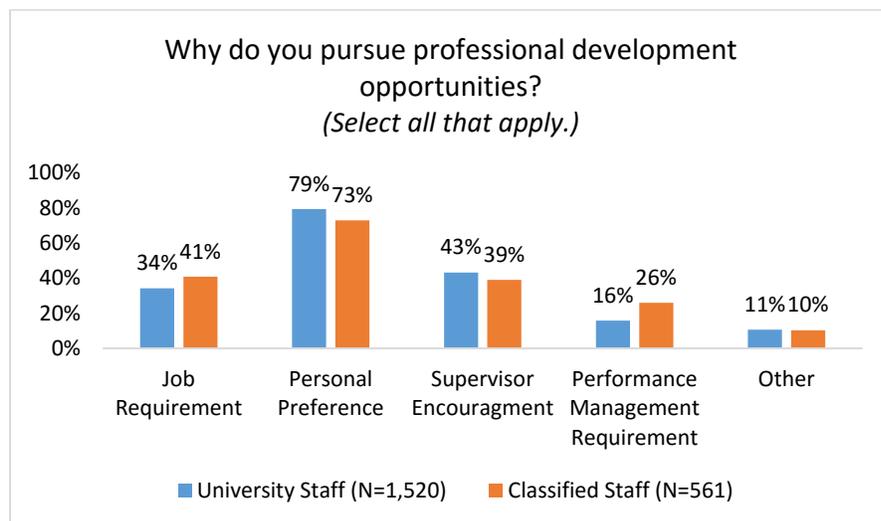
Most survey respondents reported that they had pursued professional development opportunities as a CU employee—84% of US and 80% of CS.

As shown in the figure below, the most frequently cited reason for not pursuing professional development opportunities is inability to take time during one’s work schedule to do so—reported by 37% of US and 46% of CS who indicated that they have not pursued any professional development opportunities as a CU employee.



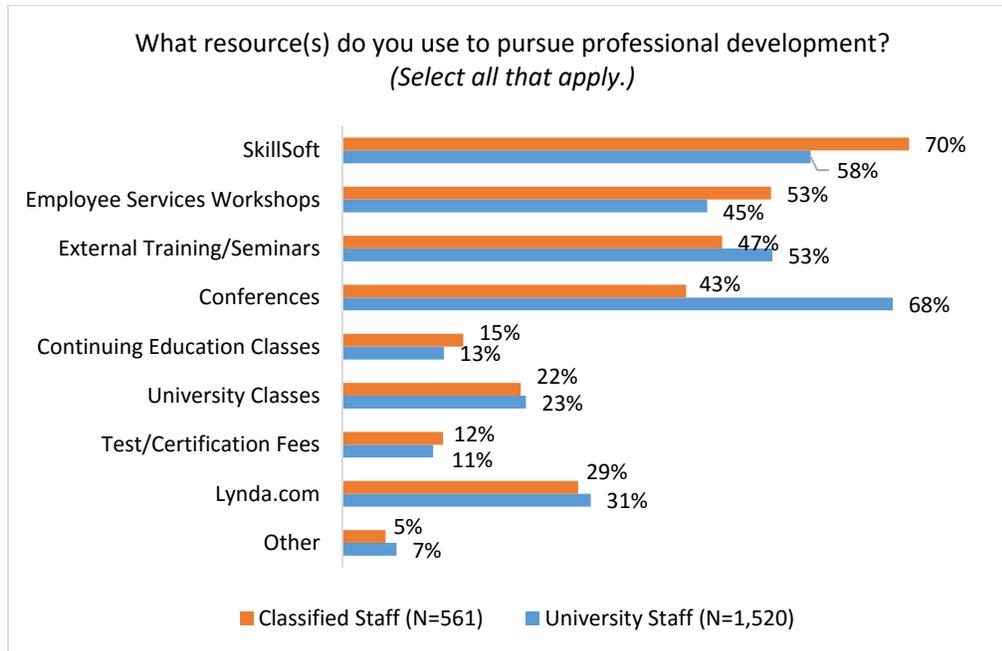
Reasons for Pursuing Professional Development Opportunities

As shown in the figure below, there are modest differences in the proportions of US and CS who cite various reasons for pursuing professional development opportunities. Compared with US, higher percentages of CS indicated that job requirements and performance management requirements led them to take part in professional development opportunities—41% vs 34%, and 26% vs 16%, respectively. Slightly higher proportions of US, compared with CS, reported that personal preference and supervisor encouragement led them to take part in professional development opportunities—79% vs 73%, and 43% vs 39%, respectively.



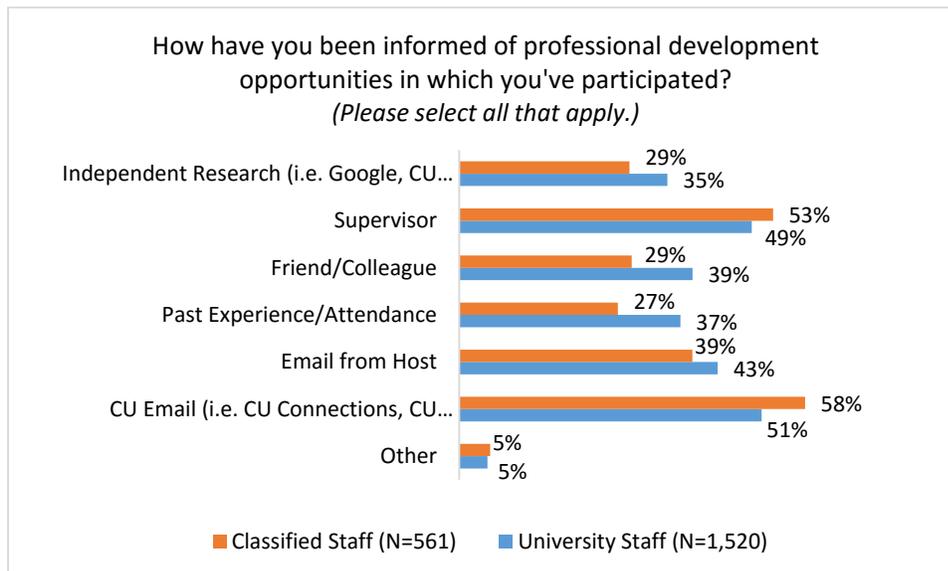
Resources for Pursuing Professional Development Opportunities

As can be seen in the chart below, somewhat higher percentages of CS, compared with US, reported using Skillsoft (70% vs 58%) and employee services workshops (53% vs 45%) as professional development resources. Somewhat higher percentages of US, compared with CS, reported relying on conferences (68% vs 43%) and external training/seminars (53% vs 47%). About three in ten of each group reported using Lynda.com., and lower percentages relied on university classes (22-23%), continuing education classes (13-15%), and test/certification fees (11-12%).



Sources of Information About Professional Development Opportunities

More than half of both US (58%) and CS (51%) have relied on CU email notices (from CU Connections, CU Boulder Today, HR Newsletter, etc.) for information about professional development opportunities. About half of both groups have received information from supervisors. Relatively higher percentages of US, compared with CS, cited friends or colleagues (39% vs 29%) and past experience or attendance (37% vs 27%) as information sources.



Support for and Satisfaction with Professional Development Opportunities

High percentages of both US (76%) and CS (70%) agreed with the statement "I feel supported by my supervisor(s) to pursue professional development opportunities." Lower percentages of employees, however, agreed with the statement "I feel satisfied with the career advancement

opportunities available to me as a CU employee—55% of US 47% of CS (47%). A table of data on these two survey items is available in Appendix E.

POLICIES

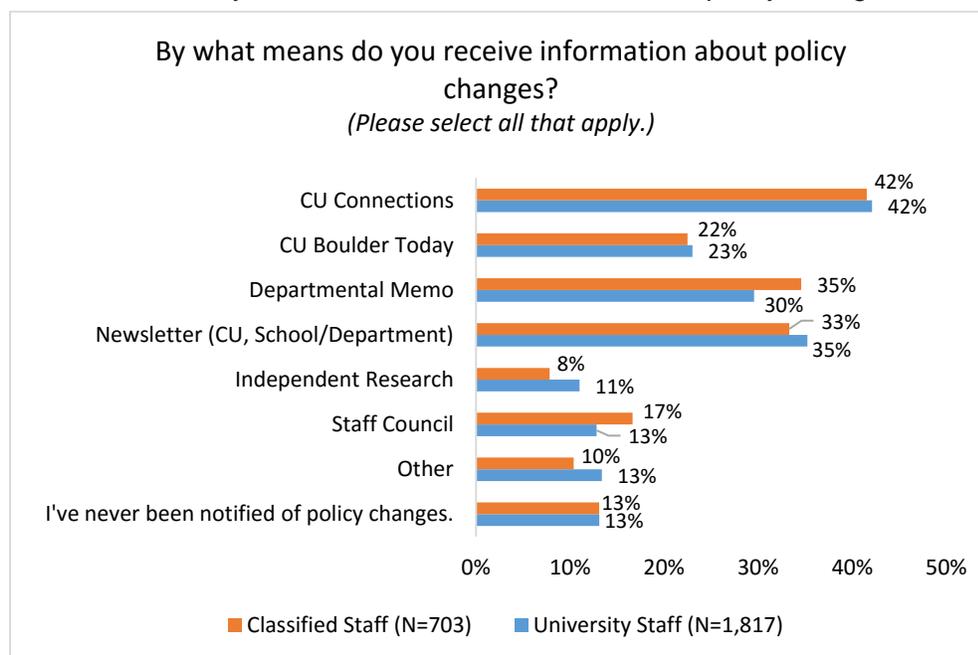
The survey included questions about respondents' general awareness of university policies, their sources of information about policy changes, and the importance to them of the consistency, management, and transparency of policies.

Awareness of University Policies

About half of respondents agreed that they “know where to find current policies related to my campus” (52% of US, 50% of CS). About four in ten respondents indicated that they “know where to find current APS (Administrative Policy Statements), Regent Laws and Policies for the University of Colorado” (45% of US, 42% of CS). About a third (32% of US, 34% of CS) said they “know who to direct my concerns to regarding proposed policy changes,” and about a quarter (24% of US, 26% of CS) said they are “familiar with the policy review process.” See Appendix F for the tabled data.

Sources of Information About Policy Changes

For each of the sources of information about policy changes, similar percentages of US and CS respondents indicated that they received information from that source. Higher proportions of respondents cited CU Connections (42%), newsletters (33-35%), and departmental memos (30-35%) as source than cited CU Boulder Today (22-23%), staff council (13-17%), and independent research (8-11%) as sources. Thirteen percent of both US and CS employees indicated that they have never received notification of policy changes.



Importance of Consistency, Management, and Transparency of Policies

A great majority (85-86%) of both US and CS respondents indicated that “communication of policy changes” and “transparency of how policies and policy changes affect me” are “very

important” or “extremely important.” About three quarters of US (72%) and CS (77%) respondents said that “representation for policy updates and changes” are “very important” or “extremely important.” Seventy percent of CS respondents rated “consistency of policies across the University system” as “very important” or “extremely important,” compared with 60% of US respondents. A table of data on ratings of the importance of the five characteristics of the dependent tuition benefit is available in Appendix F.

APPENDIX A
Demographic and Employment Data

Gender	Frequency	Percent
Missing	281	10%
Female	1736	61%
Male	666	24%
Transgender	2	0%
Other	11	0%
Prefer not to disclose	128	5%

Race/ethnicity	Frequency	Percent
Missing	277	10%
White	1888	67%
Black/African-American	62	2%
Hispanic/Latino	164	6%
Asian-American	88	3%
American Indian/Native American	7	0%
Native Hawaiian/Pacific Islander	3	0%
International	4	0%
Multi-racial	84	3%
Other	32	1%
Prefer not to answer	215	8%

Full/Part	Frequency	Percent
Missing	276	10%
Full-time permanent	2339	83%
Part-time permanent	136	5%
Temporary	73	3%

APPENDIX A
Demographic and Employment Data
(Continued)

Years Employed	Frequency	Percent
Missing	344	12%
Less than 1 yr	364	13%
1-2 yrs	495	18%
3-5 yrs	564	20%
6-10 yrs	444	16%
11-15 yrs	262	9%
16-20 yrs	165	6%
More than 20 yrs	186	7%

Salary Range	Frequency	Percent
Missing	335	12%
\$0-\$20,000	55	2%
\$20,001-\$40,000	428	15%
\$40,001-\$60,000	1144	41%
\$60,001-\$80,000	531	19%
\$80,001-\$100,000	190	7%
\$100,000+	141	5%

APPENDIX B
Importance of Benefits

Please indicate the level of importance each of the benefits listed below has for you:	University Staff (N=1,817)							Classified Staff (N=703)						
	Not at all imp	Slightly imp	Moderately imp	Very imp	Extremely imp	Not applic.	Unaware of benefit	Not at all imp	Slightly imp	Moderately imp	Very imp	Extremely imp	Not applic.	Unaware of benefit
Dependent Tuition Benefit (Your Spouse and/or Children)	12%	9%	15%	17%	31%	15%	2%	14%	9%	11%	17%	29%	18%	2%
Eco Pass	3%	8%	15%	21%	50%	2%	0%	5%	6%	18%	16%	54%	1%	0%
Employee Tuition Benefit	5%	9%	18%	25%	38%	3%	2%	6%	10%	19%	21%	38%	3%	3%
Financial Development (i.e. Wellness Seminars, Personal Consultations, etc.)	6%	18%	28%	27%	14%	1%	5%	5%	15%	32%	24%	19%	0%	4%
Free/Discounted Computer Software	6%	14%	24%	25%	19%	1%	11%	6%	12%	24%	22%	24%	0%	11%
Health Insurance	1%	1%	1%	8%	86%	3%	1%	1%	0%	2%	9%	86%	2%	1%
On-Site Child Care	24%	11%	8%	10%	18%	29%	1%	32%	6%	11%	8%	13%	28%	2%
Paid Time Off Accrual Rates	0%	1%	4%	16%	74%	2%	3%	1%	1%	5%	21%	69%	1%	3%
Physical Opportunities (i.e. BeColorado, CU Walks, Recreation Center, Gym Discounts, etc.)	5%	13%	24%	31%	23%	1%	3%	7%	12%	28%	23%	25%	1%	4%
Professional Development Opportunities (i.e. SkillSoft, Lynda.com, Conferences, Workshops, etc.)	2%	7%	22%	34%	32%	1%	2%	2%	9%	23%	31%	32%	1%	3%
Retirement/Pension (including PERA)	0%	1%	3%	12%	79%	3%	1%	1%	1%	4%	11%	81%	1%	1%
Dental Insurance	1%	2%	6%	20%	69%	2%	1%	1%	1%	6%	19%	71%	2%	1%
Meal Plan	8%	7%	13%	20%	26%	13%	12%	18%	14%	14%	14%	24%	2%	12%
Flexible Work Schedule	1%	2%	8%	20%	61%	4%	4%	1%	3%	12%	22%	51%	6%	6%
Sitter City Membership	26%	13%	11%	6%	3%	13%	30%	26%	12%	9%	4%	4%	14%	31%
Parental Leave	13%	5%	8%	15%	36%	19%	5%	16%	6%	9%	14%	27%	23%	6%
NOTE: Items shaded in yellow were displayed to respondents for whom the benefit is available.														

APPENDIX C
Importance of Characteristics of Dependent Tuition Benefit

Please indicate the level of importance each item below has for you in regards to the <u>dependent</u> tuition benefit. (The dependent tuition benefit is used by CU employees' spouse and/or dependent children. We appreciate everyone's feedback, even if you do not have dependents.)	University Staff (N=1,817)					Classified Staff (N=703)				
	Not at all impt	Slightly impt	Moderately impt	Very impt	Extremely impt	Not at all impt	Slightly impt	Moderately impt	Very impt	Extremely impt
Consistency of the discount available to all campuses	11%	7%	20%	29%	34%	12%	7%	13%	33%	36%
Ability to use the benefit on a campus other than the employee's home campus	11%	7%	16%	28%	37%	14%	9%	15%	30%	33%
Increasing the benefit discount	11%	7%	18%	25%	39%	14%	7%	15%	28%	37%
Having a dependent tuition benefit program	12%	9%	19%	25%	34%	17%	10%	14%	28%	31%

APPENDIX D
Importance of Characteristics of Employee Tuition Benefit

Please indicate the level of importance each item below has for you in regards to the <u>employee</u> tuition benefit. (The employee tuition benefit is what is available to you to use as a CU employee.)*	University Staff (N=1,725)					Classified Staff (N=659)				
	Not at all impt	Slightly impt	Moderately impt	Very impt	Extremely impt	Not at all impt	Slightly impt	Moderately impt	Very impt	Extremely impt
Consistency of the discount available to all campuses	5%	6%	20%	31%	38%	6%	5%	16%	31%	42%
Registration Process	3%	5%	20%	33%	39%	5%	5%	19%	33%	38%
Increasing the benefit discount	4%	6%	18%	27%	45%	5%	5%	18%	28%	44%
Ability to use the benefit on a campus other than the employee's home campus	7%	8%	20%	27%	38%	8%	9%	21%	25%	38%
Ease of use	3%	3%	14%	35%	45%	4%	3%	14%	34%	45%

*NOTE: All items were not displayed to those who indicated, in a previous survey question, that "employee tuition benefit" was "not at all important" to them (N=92 Univ Staff, 44 Classif Staff)

APPENDIX E
Support for and Satisfaction with Professional Development Opportunities

Please indicate your level of agreement with the statements below:	University Staff (N=1,817)					Classified Staff (N=703)				
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel supported by my supervisor(s) to pursue professional development opportunities.	5%	7%	13%	27%	49%	7%	7%	16%	27%	43%
I feel satisfied with the career advancement opportunities available to me as a CU employee.	9%	17%	20%	36%	18%	15%	16%	23%	32%	15%

APPENDIX F
University Policies

Please indicate your level of agreement with the statements below:	University Staff (N=1,817)					Classified Staff (N=703)				
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I know where to find current APS (Administrative Policy Statements), Regent Laws and Policies for the University of Colorado.	16%	24%	16%	28%	16%	19%	24%	16%	30%	12%
I know where to find current policies related to my campus.	12%	20%	16%	35%	16%	14%	21%	16%	36%	13%
I am familiar with the policy review process.	26%	32%	18%	16%	8%	26%	27%	21%	21%	5%
I know who to direct my concerns to regarding proposed policy changes.	22%	30%	17%	21%	10%	22%	24%	19%	25%	9%

Please indicate the level of importance each of the statements below has for you:	University Staff (N=1,817)					Classified Staff (N=703)				
	Not at all imp	Slightly imp	Moderately imp	Very imp	Extremely imp	Not at all imp	Slightly imp	Moderately imp	Very imp	Extremely imp
Consistency of policies across the University system.	4%	9%	27%	37%	23%	3%	5%	22%	40%	29%
Communication of policy changes.	1%	3%	12%	42%	43%	1%	2%	12%	40%	45%
Representation for policy updates and changes.	1%	5%	22%	41%	31%	1%	4%	18%	44%	33%
Transparency of how policies and policy changes affect me.	1%	2%	11%	40%	47%	1%	2%	12%	39%	47%